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MOBILE GAMES FOR SCHOOL CHILDREN

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Annotation: This article discusses the methods of conducting outdoor games with school-age children, taking into account the specifics of various age groups. Particular attention is paid to the description of the nuances of outdoor games for each age group in the psychological and physiological aspects.

Keywords: children, outdoor games, age specifics, age groups.

Introduction . Today outdoor games are an integral part of the system of physical education. P.F. Lesgaft's definition of play as "an exercise through which a child prepares for life" is widely known. The mobile game is a conscious, active activity of the child, aimed at the accurate and quick performance of tasks that are based on various types of movements. Mobile games are characterized by active creative motor actions of the child, motivated by the plot of the game and limited by its rules [1, 2].

In outdoor games, both the physical and mental abilities of the child are used at the same time, which allows you to harmoniously develop the child's fantasy, intellect and imagination, and also - through the social component of outdoor games - to form his social qualities. In addition, games allow children to find an outlet for their accumulated energy and thus bring them joy. The specifics of conducting outdoor games with children opens up wide opportunities for the teacher for the complex use of various methods aimed at the formation and development of a healthy and full-fledged personality of the child [3, 4, 5].

When conducting outdoor games with children of primary school age, a number of nuances must be taken into account. So, children in elementary school have increased fatigue. Ya. M. Abdullaev writes that children at this age "possess all kinds of natural movements, although they are not yet perfect enough, so games related to running, jumping, throwing are interesting to them" [6. 7, 8]. Thus, the best option for children of this age are games that combine short running, jumping and other activities that require a lot of activity, but with frequent rest. In carrying out outdoor games, duration and monotony should be avoided, as this will lead to rapid fatigue of children.

At the age of 6–9 years, children, as a rule, cannot show sustained attention to outdoor games, "the function of attention in younger schoolchildren is still not sufficiently developed" [9, 10, 11]. They often become distracted, switching to different subjects. Therefore, the most optimal at this age are simple games with a minimum number of rules, designed for rapid, active involvement of a large muscle group, followed by rest. It is important to remember that at this age children do not yet have a formed sense of will [12, 13, 14]. The mood of children can change quite often. Failure at a game can quickly upset a child, but if successful, he can also easily get carried away with the game.

It is also important to note that at primary school age, "object-shaped thinking predominates" in children [15, 16, 17]. It is at this age that the child moves from subject-figurative thinking to conceptual thinking. Participation in outdoor games with other peers allows him to be critical of himself and his comrades, to comprehend his participation in the game.

The teacher needs to be as tolerant as possible of mistakes and violations of the rules of the game: firstly, children at this age are extremely sensitive to withdrawal from the game and other punishments, and secondly, due to their age, it is difficult for them to immediately learn to follow the rules of the game. The desire for active activity leads to the fact that children of this age “mostly want to be leaders” [18, 19, 20], so it is advisable for a teacher to change drivers frequently so that as many children as possible can be in this role. Children of primary school age are very vulnerable and often do not know how to assess their abilities, so it is recommended not to use competitive games in the first grade [21, 22].

To organize most of the outdoor games, the teacher needs bright and comfortable equipment. The inventory must be hygienic and adequate to the physical capabilities of the child. So, for example, heavy stuffed balls weighing up to 1 kg cannot be used for throws, only for rolling and similar actions; for outdoor games with children of primary school age, it is better to use lighter volleyballs. At this age, with the exception of control classes, it is possible to conduct lessons consisting exclusively of outdoor games [23, 24].

The next age group is the middle one, children aged 9-12. In this group, outdoor games should gradually become more difficult both physically and spiritually, moreover, they can become longer. At the same time, physical activity increases slightly, only as part of the stimulation of the normal development of the child. At this age, with the help of outdoor games, you need to start cultivating endurance and teamwork. In middle school age, the interest of children shifts from plot-based, figurative games to plotless ones, aimed at getting pleasure from the very process of the game. However, story games can also be used as familiar to children.

At the age of 9-12, the importance of the opinion of comrades increases, which is sometimes valued by them more than the opinion of adults. For the teacher, the ability to "influence individual players through the team" becomes especially important. Also, this age is favorable for the formation of an honest attitude to games and, in particular, honest refereeing. Children at this age are very sensitive to the objectivity of judges in outdoor games. In this regard, it is preferable to make children themselves assistants in refereeing, giving them the opportunity to gradually independently judge games.

In middle school age, lessons consisting entirely of outdoor games are no longer practiced. They usually occupy the second half of the lesson. Sometimes outdoor games already familiar to children are used as a warm-up before the lesson.

Finally, in the senior school group, corresponding to grades 8-9, outdoor games finally become plotless and undergo some other changes. So, if in the younger and middle age groups the games are not divided by gender, then in the older group the games begin to vary, primarily due to the difference in the physical development of girls and boys. At this age, boys gain some advantage in endurance-resistance games. At the same time, girls are better at games based on dexterity and a sense of rhythm.

The role of the teacher in working with this age group is to coordinate boys and girls, instilling in them the ability to achieve results through persistent, constant training. The teacher must prove the seriousness of outdoor games, the need for their high-quality implementation. It is necessary to take into account the age characteristics of young people, their possible embarrassment in front of the opposite sex. The teacher needs a delicate approach to difficult cases, the ability to motivate those who are lagging behind to improve their skills in various ways. In addition, the teacher should assist young people who systematically go in for this or that kind of sport.

Conclusion. Thus, we clearly see that outdoor games occupy an important place in the system of physical education at school. The methodology for conducting outdoor games has its own specific features for different age groups, developing from the simplest games based on imaginative thinking to complex games that are as close as possible to sports ones. The teacher must know and be able to take into account the age groups of schoolchildren, know the approach to difficult children, be able to find a common language with children at any age. Regular outdoor games, as we see, with the observance of

the methodology, benefit and strengthen the young body, most fully revealing the potential of its life activity.

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